READING STANDARD ARTICULATED BY GRADE LEVEL

GRADE 3

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.

PO 1. Alphabetize a series of words to the third letter.

PO2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.

(Grades K-2)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.

PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.

PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).

PO 3. Apply knowledge of the following common spelling patterns to read words:
- that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable)
- with final consonants that need to be doubled when adding an ending   (e.g., hop/hopping)
- that require changing the final y to i (e.g., baby/babies)
- that end in –tion, -sion, (e.g., election, vision)
- with complex word families (e.g., -ight, -ought); and
- that include common prefixes, suffixes and root words.

 PO 4. *Read common abbreviations* (e.g., *Wed., Sept.) fluently*.

PO 5. Recognize high frequency words and irregular sight words.

PO 6. Use knowledge of word order (syntax) and context to confirm decoding.

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

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Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.

PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.

 PO 3. Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).

PO 4. Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).

PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.

PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.

Concept 5: Fluency
Read fluently.

PO 1. *Consistently read grade level text with at least 90 percent accuracy.*

PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.

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Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

PO 1. Predict events and actions, based upon prior knowledge and text features.

PO2. Compare a prediction about an action or event to what actually occurred within a text.

PO 3. *Ask relevant questions in order to comprehend text.*

PO 4. Answer clarifying questions in order to comprehend text.

PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.

PO 6. Connect information and events in text to experience and to related text and sources.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.

PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.

PO 3. Sequence a series of events in a literary selection.

PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.

PO 5. Identify the speaker or narrator in a literary selection.

PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.

PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.

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Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Identify the main idea and supporting details in expository text.

PO 2. Locate facts in response to questions about expository text.

PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text. (Connected to Research Strand in Writing)

PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing)

PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)

GRADE 3

Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. *Follow a set of written multi-step directions.*

PO 2. Provide multi-step directions.

PO 3. Evaluate written directions for sequence and completeness.

PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.

Concept 3: Persuasive Text
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).

PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.